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ABSTRACT

In this paper, one of a series of Unesco technical reports, the author examines the idea of "technical cooperation among developing countries" (TCDC) and how it might lead to a "new international economic order" (NIEO). The first part of the paper contains a short history of TCDC. TCDC is seen by many as a self-help cooperative venture restricted to the participation of the developing nations themselves. However, if the substantive content of TCDC continues to be in the scientific and technological areas only, as it has so far and as it is discussed in the Kuwait Declaration, then advances in cooperation among developing countries will almost certainly remain subject to the dominance of developed countries. As to the viability of TCDC, the author states that under present circumstances, TCDC cannot but remain a partial strategy toward a NIEO. It is unrealistic to expect poor countries to invest much enthusiasm in an aspect of NIEO which sometimes has been called the "sharing of poverty." When considering Unesco's capabilities and potential for educational contributions to technical cooperation among poor countries, the author recommends it continue to use the regional conferences, networks, seminars, and offices which have long been instrumental in the exchange of information and experiences among countries facing similar obstacles to improving their conditions. (Author/RM)

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TECHNICAL COOPERATION AMONG DEVELOPING COUNTRIES (TCDC) ; WHAT DOES IT MEAN FOR EDUCATION TOWARDS A NEW INTERNATIONAL ECONOMIC ORDER (N.I.E.O.)?

by

Gerhard Kutsch

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FOREWORD

Unesco's General Conference at its 19th session (Nairobi, Kenya, 1976) resolved that the Secretariat give particular attention to "gathering and disseminating information about new educational policies for the renewal of educational systems, adapted to specific needs on the basis of particular social, economic and cultural situations and aimed at promoting democratization of the systems within the framework of life-long education" (Programme Resolution 1.111).

In line with this mandate the Division of Educational Policy and Planning began in 1977 reproducing selected technical papers and distributing them as a series under the general title: "Reports, Studies ...". The aim of this series is to stimulate reflection and discussion on current issues confronting educational policy-makers, planners, administrators and school architects. Distribution is limited to Unesco officials at Headquarters and in the field, as well as interested technical personnel in governmental and private institutions. It is hoped that this series will promote and serve as a vehicle for increasing communication between individuals and institutions concerned with policy and planning aspects of education.

The "Reports, Studies ..." series consists of two sub-series : (i) papers with a subject orientation (numbered S.1, S.2, etc.) and (ii) papers focusing on a given country (numbered C.1, C.2, etc.). Subject papers deal with such topics as educational policies and legislation, planning and management techniques, planning and design of educational space and facilities, the relationship of education to productive work and employment, inter-country cooperation, the role of education in respect of the New International Economic Order, etc. Country papers are either brief profiles of the educational system of a particular country (mainly the LDCs) or treat a specific reform or aspect of the country's educational system.

Some of the papers reproduced in the series are "desk studies" based on information available within Unesco, others were originally prepared as background or discussion papers for a meeting or seminar, while still others are personal position papers representing part of a continuous dialogue within the Unesco Secretariat.

Papers are selected for the series on the basis of their topical interest. Readers should bear in mind that many, if not most, of the papers are working documents, unedited and not intended for public distribution. Some of the authors have written in a language other than their mother tongue, which explains certain linguistic deficiencies. It must also be stressed that the papers present the ideas of their respective author and do not necessarily reflect the policies of Unesco.

The Division of Educational Policy and Planning welcomes comments and suggestions concerning the series and invites readers to make known their reactions to particular ideas presented or to entire papers. In certain cases it may be possible to reproduce such comments and reactions in a subsequent issue of the series. For the convenience of readers who may wish to contact the author of a paper, the current contact address is given whenever possible.

AVANT PROPOS

La Conférence Général de l'Unesco, lors de sa 19e session (Nairobi, Kenya, 1976) a décidé que "la collecte et la dissémination de l'information sur les nouvelles politiques d'éducation pour le renouvellement et la réforme des systèmes d'éducation adaptés aux besoins spécifiques basés sur des situations sociales, économiques et culturelles particulières et qui ont comme objectif la démocratisation des systèmes dans le cadre de l'éducation permanente" (Résolution 1.111 du programme) se situent parmi les objectifs prioritaires de l'Organisation.

Conformément à ce mandat, la Division des politiques et de la planification de l'éducation a entrepris en 1977 la reproduction et la distribution de certains documents techniques, sous le titre général de "Rapports et Etudes ...". Cette série a pour objet de stimuler la réflexion et les discussions portant sur les problèmes courants auxquels doivent faire face les décideurs, les planificateurs et les administrateurs de l'éducation ainsi que les architectes scolaires. La distribution se limite aux professionnels du Siège et hors-Siège, ainsi qu'aux personnels d'institutions gouvernementales ou privées susceptibles de les trouver utiles pour leur travail. Nous espérons que cette série constituera un moyen pour promouvoir et augmenter la communication entre les individus et les institutions concernés par les différents aspects des politiques et de la planification de l'éducation.

Ces "Rapports et Etudes ..." se divisent en deux catégories: (i) les documents qui traitent d'un sujet (numérotés S.1, S.2, etc.) et (ii) les documents qui traitent d'un pays (numérotés C.1, C.2, etc. Les premiers portent sur des sujets tels que les politiques et la législation de l'éducation, les techniques de gestion et de planification, la planification et l'étude des espaces, constructions et équipements éducatifs, la relation entre éducation/travail/emploi, la coopération entre les pays, le rôle de l'éducation par rapport au Nouvel ordre économique international, etc. Les seconds présentent des profils du système éducatif d'un pays donné (principalement les pays les moins développés), ou traitent d'une réforme ou d'un aspect spécifique du système éducatif du pays concerné.

Certains des documents reproduits dans cette série sont des "desk studies" basés sur des informations déjà existantes à l'Unesco, d'autres ont été preparés à l'origine pour servir de documents de base ou de discussion à des réunions ou séminaires, alors que d'autres encore, exprimant les positions personnelles des auteurs, se situent dans le cadre d'un dialogue permanent au sein du Secrétariat de l'Unesco.

Les documents sont choisis pour cette série en fonction de l'actualité du sujet traité. Les lecteurs doivent tenir compte du fait que beaucoup, sinon la plupart, des documents sont des documents de travail inédits et ne sont pas destinés au public. Certains auteurs ont rédigé ces documents dans une langue qui n'est pas la leur, ce qui explique certaines faiblesses linguistiques. Nous voudrions également souligner que les documents expriment les idées de leurs auteurs respectifs et ne reflètent pas nécessairement la politique de l'Unesco.

La Division des politiques et de la planification de l'éducation souhaite recevoir des commentaires ou suggestions au sujet de la série, et demande aux lecteurs de bien vouloir faire part de leurs réactions à certaines idées exprimées ou à des documents dans leur ensemble. Dans certains cas, il sera peut-être possible de reproduire ces commentaires et réactions lors d'une prochaine parution de la série. Les adresses des auteurs des documents sont indiquées afin de donner aux lecteurs qui le désirent la possibilité d'entrer en contact avec eux.

RESUME

Il est à la mode actuellement de parler du besoin de TCDC (Coopération technique entre pays en voie de développement). Cependant il est difficile de définir ce terme. Pour cette étude, il nous a semblé utile d'examiner en profondeur la notion même de TCDC.

La première partie de l'étude fait l'examen, plus ou moins chronologique, de documents des Nations Unies sur le TCDC et les notions s'y référant (NOEI, etc.) puisque l'origine de TCDC semble être le système des Nations Unies. A la fin de cette partie, nous discutons la notion de TCDC telle qu'elle est conçue actuellement. Les caractéristiques les plus importantes semblent être, premièrement, la non-participation des pays riches, ce qui approche dangéreusement le TCDC à une substitution du Nouvel Ordre Economique International (NOEI), ou, en d'autres termes, à une pratique de "partage de la pauvreté". Deuxiémement, seuls les favoris traditionnels sont proposés comme possibilités de coopération dans le cadre de TCDC, c'est-à-dire le développement de la connaissance et de la capacité scientifique et technologique.

La seconde partie traite brièvement des perspectives futures de TCDC. Puisque la notion est encore un peu vague, deux hypothèses sont faites sur l'orientation qu'elle pourrait avoir à l'avenir. Soit l'accent sera mis sur l'amélioration des échanges d'une nature plutôt scientifique/technologique, soit le rôle de TCDC comme précurseur ou remplaçant pour l'institution d'un Nouvel Ordre Economique International devra être souligné. Quel que soit le cas, le TCDC ne semble pas la meilleure solution pour atteindre l'un ou l'autre but.

La troisième partie est consacrée aux liens entre l'éducation (ainsi que le secteur de l'éducation) et le TCDC. La distinction est faite, d'une part, entre le contexte de l'opportunité émanent de l'enthousiasme mondial actuel pour l'établissement de mécanismes d'échanges entre les pays les plus défavorisés, et, d'autre part, les perspectives limitées de ces mécanismes, du moins comme ils sont conçus actuellement, à promouvoir les buts, fixés tantôt pour le TCDC, tantôt pour le NOEI, associés à l'apparition souhaitée d'un Nouvel Ordre dans la Troisième Décennie de Développement et au-delà. En ce qui concerne les possibilités offertes par les nouveaux mécanismes de TCDC, l'Unesco semble bien placée pour contribuer à leur viabilité (au-delà de leur simple instauration), étant donné sa longue expérience à transformer les points de vue divers en relations de travail. Quant à la promotion des aspirations des pays les plus défavorisés, aspirations qui ont comme double but le "développement pour tous" et la "coopération pacifique", et qui ne peuvent s'exprimer totalement par le moyen de TCDC, l'Unesco nous semble en mesure de fournir des contributions réelles, ce qui n'était pas encore ressorti du débat sur le TCDC. Pour y arriver il faudrait procéder à un examen innovatif du contenu traditionnel de l'éducation (formelle) afin d'identifier les connaissances et compétences techniques transmises par l'éducation, qui sont mieux adaptées au nouveau regard des pays défavorisés sur eux-mêmes. Il faudrait faire appel à la légitimisation d'autres formes de connaissances que celles d'une validité scientifique. Nous nous sommes efforcés d'illustrer une partie du problème en soulignant les analogies entre "les technologies appropriées" et "l'éducation non-formelle", ce dernier domaine étant toujours d'actualité à l'Unesco.

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Introduction

As the third United Nations Development Decade is approaching, several notions have entered into the discussion, which give expression to a very widely shared agreement about shortcomings in the aggregate of efforts dedicated to development over the past decades. The paramount notion here, reflecting the general nature of the accumulated uneasiness, is that of a New International Economic Order (NIEO). Virtually anybody and any nation can join in the call for an order that is different from the present, unsatisfactory one. Though, the particular changes each nation would like to see incorprated in a new order vary greatly, especially between the group of industrialised countries and the larger number of poor countries.

A less comprehensive objective has come to complement the call for a NIEO; it has been condensed into the notion of Technical Co-operation among Developing Countries (TCDC). Since this notion speaks more directly to the concerns of one group of countries, and since these countries by and large interpret the implications of these concerns in similar ways, it may be hoped that it will be possible to agree on strategies in the pursuit of TCDC more easily (and more rapidly) than on global concerted action towards the implementation of a NIEO. It may even be hoped that in the efforts of animating TCDC major conflicts of interest with the developed countries can be avoided.

The emphasis given in the elaboration of the notion of TCDC to the sovereignty of each and every nation marks a crucial advance in the world community's view of international relations. Giving legitimation to a concert of voices means to have crossed the probably most important attitudinal barrier, which is the belief in a monolithic interpretation of Development. (This has been an attitude shaped partly by an imitation of aspirations held by the Exact Sciences about

dominating the material objects of the world in the last century, but which scientists in physics and chemistry are abandoning in the meantime in favour of more modest, less universal claims.)

Nevertheless, in focussing one's attention on that important step beyond a dogmatic understanding of scientific powers, it seems to us regrettable that a host of further notions are in danger of being relegated to secondary positions again. Notions like "Basic Needs Satisfaction" and similar ones focussed on improvements required specifically in the living conditions of poor and peripheral people -- of those who very visibly had been disfavoured by the course of Development strategies sofar -- were substantial in promoting the readiness to re-evaluate the Second UN Development Decade at its mid-term.

We may assume that the relatively weak commitment given at the present moment to concrete poverty-relief strategies is but an operational interval, pending further consolidation of the views by poor countries on their understanding of development for the sake of all their citizens. We must trust that the voice now taken by poor countries, e.g. through embarking actively on TCDC, towards bringing about a NIEO will soon result in granting increasingly a voice in shaping the future world to the poorer and less articulate of their citizens. From an optimistic perspective, this may even happen before disgruntlement with the third Development Decade will have set the stage to concert strategies once more for a fourth Development Period, pledged like all its predecessors to the realisation of the original Declaration of Human Rights.

UNESCO together with other UN agencies is in a fortunate position to offer for consideration, drawing on experiences accumulated over time, new ways and means towards completing the realisation of this pledge. At present the relevance of the experiences and insights UNESCO can share will be measured by their compatibility with the nations' aspirations for a NIEO and with the concretely emerging strategies for TCDC.

Part I

TCDC - Notes towards the clarification of its significance through UN Documents (1970 - May 1978)

1. A New International Economic Order (NIEO)

In May 1974 the United Nations General Assembly adopted simultaneously a Declaration as well as a Programme of Action regarding the Establishment of a New International Economic Order (3201(VI), 3202(VI))+. Alerted by the "problems of raw materials and development" and devoted to consider "the most important economic problems facing the world community", the sixth Special Session of the General Assembly focussed on the fundamental inadequacies in global economic arrangements. To diminish the sources of tensions and conflicts, the members of the United Nations proclaimed

> their united determination to work urgently for a NIEO based on equity, sovereign equality, interdependence, common interest and co-operation among all States ... which shall ... ensure steadily accelerating economic and social development and peace and justice for present and future generations... (3201(VI):Preamble).

To that end, the achievement of independence from political domination by a large number of nations has led to the developing world becoming "a powerful factor that makes its influence felt in all fields of international activity. These irreversible changes ... necessitate the active, full and equal participation of the developing countries in the formulation and application of all decisions that concern the international community". Furthermore, "/a/ll these changes have thrust into prominence the reality of interdependence of all members of the world community" (3201:paras. 2,3).

+ Alphanumerical abbreviations refer to UN documents, listed in the "Selected List of Documents" below.

Within the global perspective on a NIEO the attention is mainly drawn to the paramount need to redress existing injustices and inequalities in the relations between developed and developing countries. Among the twenty principles on which the NIEO should be founded figures, however, one that addresses specifically relations among developing countries. It refers to:

> the strengthening, through individual and collective actions, of mutual economic, trade, financial and technical co-operation among the developing countries, mainly on a preferential basis (3201:para 4(s)).

In consonance with the Declaration, the Programme of Action stresses the encompassing nature of the challenge set by the NIEO:

> /i/t will be necessary to adopt and implement a programme of action of unprecedented scope and to bring about maximum economic co-operation and understanding among all States, particularly between developed and developing countries, based on the principles of dignity and sovereign equality (3202:para 2).

2. <u>A need for co-operation among poor, and between poor and rich countries</u>

Presuming the principle of respect for all nations as being equal, the main efforts of a (ten-point) programme of action should naturally be directed at the eradication of actual inequalities, i.e. to relations between rich and poor nations. Less critically in need are specific provisions to initiate good relations among poor countries. In this domain, fundaments exist already:

> Collective self-reliance and growing co-operation among developing countries will further strengthen their role in the NIEO ... (3202: VII para 1).

For further reference, it may be noted that the last of the specific items regarding the promotion of co-operation among developing countries refers explicitly to science and technology: further steps should be taken

these are, e.g., communication and information gaps, lack of foreign exchange, "the attitudinal barrier". Further difficulties stem from "certain procedures and practices" of rich countries, of international organisations and, specifically, of the UN development system -- despite the latter's repeated resolve to mend its ways in order to respond better to the objectives of TCDC (DP/69: paras (7)-(9)).

For our purposes, it is of interest to note how the areas of UNESCO's competence feature in the Working Group's understanding of the principles and objectives of TCDC. As to the overall framework the emphasis on the obligations by rich countries so prominent in the resolutions on a NIEO is reversed:

> as technical co-operation among developing countries is a venture in self-help ... towards the attainment of self-reliance, the main responsibility for mobilizing resources for TCDC rests on these countries themselves".

As for international support, which is to complement their "self-help" efforts, this is only referred to as UNDP's "almost world-wide institutional network", — without expressing any expectations of substantive contributions (DP/69: paras (13), (15), (16).

Within a framework then that does not sound very hopeful about concrete contributions from outside the developing countries, there are mentioned among the more specific objectives for TCDC some where recourse to UNESCO's experience might be sought after. We would see as those mainly

> the improvement of knowledge and confidence in the capacities available in developing countries;

or, similarly,

> the fostering of ... scientific and technological self-reliance;

and, also,

> the promotion ... of ... accelerated professional training at different levels (DP/69: paras (14)(vi), (v), and (ix,h)).

/t/o promote and establish effective instruments of co-operation in the fields of industry, science and technology. transport, shipping and mass communication (3202: VII para 1(s)).

We have quoted from these two basic documents in the first place to point out one root from which officially a concern with TCDC grew; and secondly, we have done so rather extensively in order to sketch as well the context which in its beginnings does not seem to accord a specific topicality to TCDC or even a role for UNESCO's spheres of competence. However, with a changing evaluation of the reality facing the world community the significance accorded to TCDC increased.

3. The emerging focus on TCDC

But, even at the time, the General Assembly Resolutions 3201/3202 are not the only source from which a concern with the notion of TCDC drew support. At the time of the adoption of these two resolutions a Working Group, established within a body of the UN system (UNDP), was deliberating already for the third time on TCDC. Though referring to an earlier General Assembly Resolution (2974(XXVII)), the Working Group's "Final Report" (DP/69:Part II) makes it clear that the concept of "mutual co-operation for development among developing countries" and TCDC, its "significant component" have "been given a pride of place" particularly by the Group of 77 and by the Non-aligned Countries. The resolutions 3201/3202 on a NIEO which had just been passed, however, "have imparted a greater relevance to the task entrusted to and performed by the Working Group" (DP/69: paras (1)-(2)).

The findings of the Working Group are not particularly reassuring. Positively, it lists "the increasing awareness of the importance" of TCDC. More detail is given to the inhibiting factors impeding TCDC. Among developing countries

As we shall see further below, in one way or another, these themes have indeed been taken up in more recent presentations by UNESCO of its work, by way of which it has participated in the ongoing discussions about TCDC. For the moment, however, we shall briefly follow the course of the discussion itself.

4. Placing TCDC within the search for a NIEO

By the end of 1974, the UN general Assembly officially integrated the notion of TCDC into strategies towards a NIEO, adopting a resolution on "TCDC" (3251(XXIX)). It endorsed the creation of a "special unit within UNDP to promote TCDC -- principally through the implementation of recommendations of the Working Group [mentioned above]" (ibid.). At this highest level of deliberations of the world community, i.e. in the General Assembly, TCDC is treated as a not particularly prominent component among the strategies towards a NIEO, which clearly remains the main preoccupation.

Thus, in an important document adopted at about the same time, The "Charter of Economic Rights and Duties of States" (3281(XXIX)), only one of the later articles refers to the role of "economic co-operation among developing countries" (3281: article 23). In a subsequent resolution, "Development and International Economic Co-operation" (3362 (S-VII)), the term TCDC again does not occur; one of its later sections refers more generally to the "Co-operation among Developing Countries" (3362: section VI).

Only by the end of 1975, the term TCDC reappears and assumes considerable prominence. In the General Assembly's "Mid-term review and appraisal of progress in the implementation of the International Development Strategy for the Second UN Development Decade" (3517 (XXX)), the first area under those identified for further action is the co-opperation among developing countries. (T)CDC here once more is perceived as a more global challenge, not restricted

to a mere self-help exercise. Firstly, it calls on developing countries to intensify "mutual trade ... to extend economic and technical co-operation at subregional, regional and interregional level ... /and to promote/ co-operation in the field of science and technology" (3517: para 56). But, then the resolution goes on to urge "Developed Countries and International Organisations ... to support Economic Co-operation among Developing Countries (ECDC) and TCDC" (3517: para 57).+

During the XXXth Session, the General Assembly actually actually passed a resolution solely on TCDC (3461(XXX)). In it, one can sense a certain apprehension about the coherence of NIEO strategies. The improvement of relations between developing and developed countries is assessed with rather more caution than the potential for co-operation between developing countries. Here, one may compare in the preamble of the resolution, on the one hand,

> The General Assembly ... recognis/es/ that TCDC <u>should</u> be seen as an integral part of over-all co-operation for development ..

with, on the other hand,

> The General Assembly /is/ conscious that TCDC <u>constitutes one of the most effective</u> channels for promoting ECDC, to enable them to achieve collective self-reliance... (emphasis added).

We may see here the beginnings of TCDC as a 'separated part' of NIEO strategies, or even a '(middle-term) substitute goal for a NIEO'. For such an

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+ It is in this same resolution that an awareness is kept alive that the (governing) elites of 'poor countries' may be different form the 'poor people' there: in pursuing development, "developing countries should give priority to the poorest strata of the population in such policy areas as integrated rural development, agrarian and land reform, basic health services, nutritional standards, education and training, population, housing and related community facilities in both urban and rural areas and employment" (3517: para 67).

interpretation, we see further evidence in the omission of the notion of NIEO altogether, when in the main part of the resolution the assembly goes on to request the UN to fund a conference on TCDC to be organised and conducted by UNDP, and to make TCDC a specific item on the agenda of future sessions of the General Assembly (3461: paras 6 and 12 resp.).

Admittedly, such an interpretation of TCDC as the poor countries' marginal space for manoeuvring towards a NIEO (far in the future) is not supported by the resolution which in fact convenes the "United Nations Conference on TCDC" one year later (31/179). It is a straightforward decision to convene such a conference, elaborating some of the technicalities about participation, funding and preparatory mechanisms. However, it refers to a number of discussions and statements previously issueing from the activities of UNDP, (which in the time available we have had no opportunity to consult); and, rather curtly in its last paragraph, it "/a/lso calls upon the developed countries to participate actively..." (31/179: para 16).

5. A Note on the "North-South" Dialogue

We have now in essence reported on the attention given to TCDC at the highest level of the UN system sofar +. Let us mention one other event that has

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+ We found one later reference to the UN perspective on TCDC. At its 32nd Session in late 1977, "the General Assembly recognised that the basic objectives of TCDC were the furthering of the national and collective self-reliance of developing countries and the enhancement of their creative capacity to solve their development problems" (emphasis added; quoted from resolution 32/183 in a document by the Preparatory Committee on the TCDC Conference, A/CONF. 79/PC/24). Here again we miss an explicit connection made to NIEO.

preoccupied the attention of the UN over the last couple of years, the Conference on International Economic Co-operation (CIEC). Its fate may illuminate the role accorded at present to TCDC. Quite considerable expectations were directed, in late 1975,

> to a CIEC ... with participants from developing countries and developed market economy countries

that was going to

> consider subjects which are of universal importance and affect the interests of the entire international community (3515 (XXX)).

One year later, still during the first round of the CIEC, it had become clear that the major component of a NIEO was extremely slow in evolving, if it was ever to evolve at all. The General Assembly noted its

> growing concern that most of the developed countries participating in the CIEC have yet to demonstrate the necessary political will to achieve concrete results

and stated in its resolution that it

> [e]xpresses its deep concern and disappointment at the failure of the CIEC to achieve any concrete results sofar and its profound concern at the adverse effect which the failure of the Conference will have on international economic co-operation ... (31/14).

The dismay is repeated in a resolution passed after the conclusion of the first round of the CIEC. Resolution 31/178 which reports on the "Implementation of General Assembly resolutions 2616(XXV), 3202(S-VI), 3281(XXIX) and 3362 (S-VII)"[+] differs practically from 31/14 only in that in addition it "expresses deep concern ... at the limited nature of agreements reached at the fourth session of UNCTAD" [++].

+ These are the principal resolutions referring to the Second Development Decade and to a NIEO.

++ Held in Nairobi in May 1976; cf. document TD/217.

That the round of negotiations of the CIEC in the following year, 1977, have provided no reasons for a more confident assessment about the arrival of a NIEO is well known+.

It is difficult to see how with the continuing failing of attempts to bring developing and developed countries together -- particularly at a time when the rich countries facing an unaccustomed degree of 'problems' (unemployment, no demand at home for their goods and capital, 'stagflation') lament their own poor condition -- how a NI(E)O can come about along the lines of traditional, economic thought. Nevertheless, the UN community has committed itself, for whatever reasons varying from country to country, to that objective. And it has a certain plausibility to argue that TCDC could become a component in an overall strategy, even if treated for the time being without reference to a NIEO. This seems to us the tactics adopted at the moment at the UN level. And maybe the publicity connected with the forthcoming Conference will give to TCDC some firmer roots in the dealings at least of the developing countries themselves. (With regard to the impact that the Conference can have on 'public opinion', one should however remember that at least one other, potentially more spectacular conference has already been scheduled on "Science and Technology for Development" (cf. 3362 (S-VII)).)

6. Regional variations on the conception of TCDC

The expectations at the less global level regarding TCDC are somewhat different. At regional levels, where in the drafting of resolutions less accomodation needs to be given to the non-cooperative stance of developed countries, TCDC is conceived of as "an instrument ... [which] enables progress to be made towards the creation of the NIEO...", and it is coupled with straightforward

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+ Cf., e.g., "Le Monde" (June 4, 1977), pp. 1 and 2 on the failure of the CIEC to "jeter les bases d'un nouvel ordre économique".

demands:

> TCDC is not a substitute for the technical co-operation supplied by the developed countries and international organisations; on the contrary .... It is therefore the responsibility of the international organisations and of the developed countries to promote such co-operation by using their resources... (DP/TCDC/RBLA/10: para 33(iv),(v))+.

Similarly, a representative panel of highly qualified consultants issued in 1977, in preparation for the Conference on TCDC, the "Kuwait Declaration", which strongly emphasizes the relation between TCDC and NIEO. And at one point, the panel even intimates the common sense insight that rich countries' behaviour may be more important for the success of TCDC than co-operative ventures restricted to the participation of developing countries:

> TCDC is a historical imperative brought about by the need for a new international order .... TCDC cannot be stopped.
>
> Self-reliance is not autarky .... Major qualitative changes in the context and flow of technical co-operation are required to support the process of TCDC. Vertical flows from industrialized countries to developing countries must be restructured and new horizontal flows among the developing countries must be promoted (A/CONF 79/PC/18: paras 2,4,5).

But such a comprehensive perspective for TCDC has not found entry into the most recent "Draft Plan of Action" for the Conference (dated April 3, 1978)++. The scope of TCDC is now described as "its essentially catalytic role" (A/CONF 79/PC/24: para 33). Some illumination about this "catalytic" character can be found imbedded in an earlier paragraph there:

+ This document contains the "Conclusions and Recommendations" of the Regional Meeting on TCDC in Lima, May 1976. For reports on other Regional Meetings see DP/TCDC/RAP/6; DP/TCDC/RAF/12 and DP/TCDC/RWA/14.

++ For an earlier version see A/CONF.79/PC/L.5, dated 28 july 1977.

> Establishment of the NIEO is certainly an ambitious undertaking. It cannot be achieved ... dramatically in one instant on all fronts.... /Towards, e.g./ stronger negotiating positions vis-à-vis the developed world ... /e/fficiently and effectively organized TCDC can make an extremely valuable contribution ... (A/CONF. 79/PC/24: para 13).

Thus, in effect, the pursuit of a NIEO, the attack on the main obstacles which poor countries perceive as barring the way to more equitable global relations, has been postponed, at least as far as TCDC aspirations are concerned, to an indefinite date in the future.

7. Tentative assessment of the viability of TCDC

Based on our brief and hurried review of available documents related to the issue--we have sofar not been able to identify any writings on the issue from outside the UN system[+] -- we attempt a tentative assessment about the viability, i.e. the life chances, of TCDC.

1. Under present circumstances, TCDC cannot but remain a partial strategy towards a NIEO. For a while it may be possible to represent and regard it as a substantial contribution in an overall concerted scheme of action. But sofar, the declared goal within the UN community is understandably, a NIEO; and without movements on the 'developing/developed front' it seems unrealistic to expect poor countries to invest much enthusiasm in an aspect of NIEO which sometimes has been called the "sharing of poverty".

+ We found one reference about Latin American efforts in this direction: "New drive for regional co-operation in technology" in : Latin America Economic Report Vol. 6, No. 17 (5 May 1978), p. 130. There, the term TCDC is not used, and reference to UN involvement is restricted to "mission/s/ coordinated with UNCTAD and UNDP".

2. The foregoing should not give the impression that we judge TCDC as a misdirected aspiration. We want to stress that without it, more balanced relations among all nations, not to speak of some degree of just treatment for all people, is inconceivable. But TCDC is not a sufficient answer to such aims, particularly as long as they are hoped to result from a new international economic order -- to the growing exclusion of even lip-servicing the awareness of the need for new social, cultural and human considerations to inform the ordering of the affairs of the billions of members of the world community. TCDC may come to rely more clearly on modes of reasoning which are different from traditional ones. Such possible developments are vaguely intimated, e.g. as

> the right of every country to adopt the economic and social system that it deems the most appropriate for its own development (3201: para 4(d));

or they are voiced in a country's determination to assert its "cultural identity", which supposedly differs in some aspects from that of Western culture.

But, for the time being such radical breaks with the predominant form of thought and of dependence from Western influence is not being considered even in an otherwise rather outspoken statement like the Kuwait Declaration:

> It must be recognized that traditional technical assistance [has] led to incorporating developing countries into a scientific, technical and economic system dominated by the highly industrialized world ... [Thus] self-reliant national capabilities responsive to national ... requirements are fundamental.... Science and technology are essential elements of a self-reliant capability (A/CONF. 79/PC/18: paras 3.4).

If TCDC continues to focus only on scientific and technological capabilities (the Kuwait Declaration mentions no other "essential elements"), then advances in cooperation among developing countries will almost certainly remain subject to the

dominance of developed countries in this specialised domain of things men can do to improve their lives.

Without going into detail here -- and hoping to avoid an issue which is very sensitive and understandably offensive to many when broached by somebody partaking in the benefits of Western civilisation and the apparent certainties dispensed by its universities --, we wish only to point out, that if poor countries choose to seek development along the scientific/technological/economic lines current in the activities of the developed countries, TCDC can bring advances to poor countries only, once developed countries alter their line of thinking and acting. (An argument this is, which seems to lead very close to a practical paradox.) In short, the notion of TCDC is still lacking in substantial content in order for it to be a strategy viable and separate from other efforts at a NIO.

3. In any event, no country sees TCDC as an end in itself. It is universally considered a means to development, and more particularly to this or that country's development. Solidarity among developing countries may be seen by all these countries as a praiseworthy moral stance and even as an attitude conducive to future improvements in the lives of a country's citizens. It may be a pleasing prospect that TCDC may "generate balanced and sovereign relations among participants in which the traditional concept of donor and recipient is eliminated" eventually (A/CONF. 79/PC/18: para 6(c)). But, in the meantime, the responsibility for development is taken by governments for their country, and in many cases, governments need to show results in the short-term. A country's dedication to solidarity and "balanced relations" may easily falter, if it can find a donor (in the guise of a developed country) who makes that country the beneficiary. There is then a danger that early difficulties in TCDC will lead to assigning this notion a rather secondary place overshadowed by more visible results of bilateral agreements, even with transnational corporations.

4. The foregoing points refer to apprehensions about weaknesses in the present understanding of TCDC. The further endeavours developing (and perhaps developed) countries will undertake in order to establish lively forms of co-operation between each other may well overcome such or other weaknesses or may prove them irrelevant to the purposes sought. Hence, TCDC may in fact become one of the outstanding sign posts directing development activities nationally, regionally and globally in the third Development Decade and beyond. However, it seems to us that at least one condition will remain even more essential for experiencing "development" as successful than either TCDC or NIEO. This condition is the requirement that at some stage the ostensible rationale for "development" is matched by tangible results, namely, to improve or at the very least not to deteriorate any further the poor and 'peripheral' populations' experience of their lives. It is a first step, to have acknowledged in present discussions about "development" that poor countries may see as desirable, experiences which are potentially different from those which had been prescribed as appropriate by industrialised countries (and their "value systems").

Further and more difficult steps in the direction of mutual respect for diversified views of a "better" life are still needed, before those governing the course of the world community will be led to make anybody's well-being their concern. They are more difficult ones, since the poor people almost always are without the power to make their views heard. But something like that might easily have been said about their "representatives in first approximation", the poor countries, only very recently.

Thus, the seeming obligation by any organisation within the UN system to respond to TCDC because TCDC is the world community's preoccupation of today, should

not lead to a neglect of more pervasive needs in "developing" the world community. Tomorrow's concern, in not too pessimistic an estimate of the course of world affairs, will be the tackling of undignified living conditions of the poor, with paying attention to TCDC as far as it is relevant to this goal.

UNESCO, it seems to us, is in a position to remain alert to the wider issues and to structure its response to and co-operation in TCDC strategies accordingly.

Part II: TCDC and/or NIEO? Considerations underlying an evaluation of potential contributions by education

In the foregoing we have tried to outline the evolution of what TCDC is to signify. Yet, even several years of discussion have not shed much new light on the content of the notion, though some rules about delimitating efforts in the general area apparently have been set, at least temporarily.

With regard to content, the main outcome is, that the level of knowledge and skills to be furthered by co-operation among developing countries is the same as that which has brought rich countries, for better or for worse, to their present position: the "essential elements" (cf. Kuwait Declaration) to be addressed through TCDC activities are science and technology.

1. The substantive content of TCDC

There is without any doubt ample scope for improving the access of poorer countries to knowledge held and guarded by rich countries. That goal is, however, not a new notion, as is evidenced by the longstanding debates and efforts concerning "transfer of knowledge" and "transfer of technology". But, notwithstanding, one would have to welcome a concerted attack and the co-ordination of political determination to animate and regulate exchanges in the fields of science and technology, if only one would have found the courage to restrict oneself to this particular issue and to refrain from rhetoric about other miracles to be wrought by it. (Mark, though, if this had remained the declared intention of TCDC, then few outstanding, innovative efforts would have to be demanded of Unesco's educational sector).

2. TCDC - a substitute for the search for a NIEO?

However, the restricted content so far assigned as the working base for TCDC endeavours has over a few years come to be expected to support,

on its own, much larger aspirations. These concern the establishment of a NIEO. In the absence of clear ideas about what shape a new order of economic and other relations would have to exhibit internationally, and given the evasiveness of political agreement on almost any concrete step in that direction generally, the relative viability of TCDC is being grasped as a substitute for NIEO. To deepen this ambiguity, it seems at times as if the existence of a NIEO is already assumed, when formal approaches to TCDC are outlined. For example, in recent documents (cf. A.CONF/79/PC/24) the attempt is no longer made to specify the obligations of rich countries for the sake of bringing TCDC to fruition. Yet it is difficult to see how poor countries (or at least a very large majority among them) can assume themselves the "primary responsibility" for TCDC, as long as rich countries have not agreed to instigate their hold on them and on their own scientific-technological "capital".

3. The double constraint on the viability of TCDC

Thus, ventures in technical co-operation within the frame of TCDC are faced with serious impediments from two sides.

First, if TCDC is to emphasize technical co-operation, then the political context, the burdening of TCDC with the ideological baggage of a NIEO, is in the way of addressing efficiently the obstacles to production, flows, exchanges and applications of technical know-how.

Secondly, if TCDC is to be seen in the role of ushering in a NIEO, then its restriction to dealing with scientific-technological knowledge signifies neglecting other forms of knowledge and skills required in establishing a NIEO. Even though modern man prides himself in having found complete sufficiency in the scientific-technological mode of reasoning, he still relies on, and in our opinion (developed more extensively elsewhere) always will be in need of, other modes of reasoning and other forms of knowledge. At present, a considerable part of these other kinds is summarily called

"political skill" — and therewith effectively removed from systematic scrutiny. Yet, it would appear that some manner of orderly inquiry into and mixture of the conditions of living together in harmony, of matching intentions and means at hand, of grasping the differential links between material needs and self-fulfilment does not necessarily interfere with the responsibility shouldered by decision-makers. Rather, that mastering such issues with deepened comprehension is a prerequisite for a New Order, be it economic or social or human or predicated on the mutual respect for "cultural identity".

TCDC, we suggest in conclusion to this section, is in danger of suffering from conflicting expectations which may turn it into a hybrid working concept functioning only suboptimally. Yet, both underlying goals, technical co-operation as well as a new order, need to be pursued urgently. At first sight, one might tend to pursue these goals in independence from the TCDC debate. Given the present support for the notion of TCDC in the world community, however, one should aim to make development benefit from the thrust with which political engagement supplies activities under this rubric — without becoming entangled in the pitfalls threatening its continued viability. In the next part we shall consider Unesco's capacities and potential for educational contributions to technical co-operation among poorer countries, towards the goal of strengthening the foundations for a new international order.

Part III: TCDC as a challenge to educational innovation

The discussion of the short history of TCDC and of the emerging substitution of TCDC (as a part of NIEO) for NIEO itself would suggest that education should consider its contribution in the TCDC sphere cautiously, and that the education sector of Unesco should remain keenly aware of more fundamental aims, which can be accommodated only with difficulty within the TCDC framework.

In looking at Unesco's experience and potential to take a part in the general area of TCDC for the sake of furthering the goals under its mandate, i.e. development and peaceful co-operation among nations, it will then be necessary, on the one hand, to focus anew on these goals in order to find new means for operationalising them; and, on the other hand, to use in the most efficacious ways the structures which at present are being made available in the wake of the world community's preoccupation with TCDC.

1. The increased supply of mechanisms for TCDC as a component in facilitating educational endeavours

From Unesco's perspective, TCDC is basically nothing new, especially with regard to education. What has changed, however, is the degree of support by the world community which offers the opportunity to expand Unesco's ventures in bringing poor countries closer together. The readiness at present displayed to give consideration — and, presumably allocate sizeable funds — to mechanisms needed for improving interchanges among developing countries can only be beneficial to Unesco in its pursuit of strengthening regional capabilities. Regional Conferences, Networks, Seminars and Offices have long been instrumental for Unesco in the exchange of information and experiences among countries facing similar obstacles to improving their conditions.

Fortunately, from one point of view one may say, Unesco (and UNICEF) occupy a somewhat marginal position in the UN system. Into its field of competence

fall disciplines other than the "sacred" ones of, e.g. economics and industrial policies. There, expertise at least until recently has been expected to be of the "optimum - orthodox type": experts could virtually only be those trained in and associated with the strongholds of scientific-technological-economic truth(s), often irrespective of a particular country's context, in which such knowledge is to be put into practice. This narrow specification of "expertise" has not been the rule with regard to education (and, e.g. basic health services). Hence, Unesco lives already in a tradition of drawing on experts (and so far less so, expertise) from developing countries.

It is the experience arisen out of a long-standing tradition that ought to put Unesco in a position to assist greatly in using the potential of regional mechanisms for technical co-operation. Such mechanisms are easily set up: mainly, it costs a certain amount of money to do so, but given the present political support for TCDC, this obstacle probably will be easily overcome. The greater difficulty is to ensure their continued viability. To this end, experience is required concerning the proper balancing of the two primary groups of actors. In the first place, these are the participating countries themselves, and secondly, in the role of facilitator, the international, (UN) agencies. Now, it is not being recommended here, to condense Unesco's field experience into manuals to be studied and followed by the respective groups. Rather, a comparative evaluation of similar projects initiated years apart throughout a longer period may give those prepared to seek assistance a firmer grasp on how to care for the practical — i.e. not covered by (administrational or organisational) theory — components of co-operation ventures. Initially, of course, the main client to draw on the insights of such searching (ideally undertaken jointly by the persons who participated in the projects) could well be Unesco.

By way of example one may look at the several networks which are promoting, with Unesco assistance, exchanges of educational innovations for development on a regional basis: in Asia (APEID, 1972), in Africa (NEIDA, after 1976), in Arab countries (EIDPAS, being set up), in the Caribbean area (CARNEID, end of 1978) and South Eastern Europe (CODIESEE, partly in operation independently of Unesco). All of them are firmly based on the recognition that the primary and principal actor in a network is the member country. In consequence, the role of the facilitator on the international level which is here Unesco, is made as unobtrusive as is thought possible. Yet, the surprising aspect is that it has become possible for Unesco to retreat, in each subsequent project, more and more into the background without jeopardising the aim of the network. Accordingly, the earlier founded networks are continuously reconsidering their organisational framework. Whereas APEID was set up with a (small) administrative bureau (ACEID), for whose functioning Unesco assumes responsibility, the newest endeavour in the Caribbean will find sufficiency with assigning one co-ordinator who will take up his post possibly after substantive co-operation among countries will have begun already.

Partly this trend may be due to differences in regional contexts, but its existence seems evident. Since only member countries themselves -- or sub-national entities called upon and respected by the respective government -- have the authority to implement, the impact of any exchange mechanism depends above all on their sustained commitment to make use of it, and thereto the interposition of an international bureaucracy is not very relevant.

Yet, in other respects, the role of the international organisation cannot be fully eliminated. Many of the poorer countries have gained independence only in recent times. Countries with a long history, where it is profusely

documented and its major events have become part of the citizens' self-understanding, can with ease rely on their sense of identity when faced with decisions about the compatibility of foreign influences. (The French love jeans, yet are at the same time capable of ridiculing the "American way of life"). Countries without such automatic protection by tradition are still in the process of forming their national and cultural identity. Until a newly independent nation has reached that form of identity and the ensuing self-confidence which is difficult to achieve in less than a time span to be measured in generations, there will be occasions on which identity is asserted simply by stressing differences from her neighbour. It needs no elaboration that this may at times create obstacles to regional co-operation.

Here, the status of an international organisation can ease tensions. It has the accredited capacity to evaluate objectively the exigencies of a situation. And it may succeed to point to solutions to any problems in it as they are practised in similar circumstances elsewhere without encroaching on national self-esteem. The role of the international organisation, or rather its representative, is then to facilitate the initial commitment by the national authorities which subsequently has to be sustained by the nation itself. This task of facilitating-stimulating is not solely a question of offering financing for setting up a mechanism, it is beyond that predicated on the person's skill to communicate with those in the country who are prepared to take the risks inherent in exposing their country to the (real or imagined) dangers of foreign influence and scrutiny. And here the relevance is obvious of the wide experience Unesco personnel has collected over many years.

The instances of creating regional networks for educational innovations for development were given to exemplify Unesco programme activities in promoting co-operation among developing countries. It may serve to illustrate one of the conditions of international work which to observe is crucial in attempts to bring a by nature inert mechanism to life and fruition. Another decisive condition is certainly the financial means. Assuming that the present

eagerness at the international level to support institutionalising and build-up of TCDC will last and make respective allocations more readily available, then Unesco will be in an advantageous position to expand on relevant projects in its programme and to consider the inclusion of others. For the educational sector — though projects in co-operation will typically tend to cross sectoral lines of competence — we may mention here only a few : technical (and agricultural) education; educational uses of radio (and other mass media); integrated rural development; regional design, procurement and construction/production of educational facilities (books, audio-visual aids, furniture, buildings); techniques of educational administration; use and utility of information systems; teaching and learning of second languages; mutual recognition of curricula, diplomas, etc.

In principle, programmes and projects like the few listed should be identified and promoted under the responsibility of the educational regional networks once these have come fully into operation. Even contacts between countries in different regions may eventually be better mediated by those networks than the arduous route through a UN agency's headquarters.

In this section we have merely commented on the benefits which, if combined with Unesco's particular co-operative experience, may accrue to educational endeavours from the general preoccupation with strengthening structures for TCDC. Little has yet been said about furthering goals, about the purpose of setting into motion mechanisms for exchanging know-how about techniques for doing this or that.

2. Education's role in assisting poorer countries in pursuing their aspirations

Unesco, and implicitly education, was further above described as 'from one point of view ... somewhat marginal'. Viewed by more substantive criteria, however, education is most central to a society's self-understanding as well as to its continued existence. Although these two functions may normally not come into friction with each other, this is not always the case. When emphasising

continuity, education can become a highly conservative force in society. This should not surprise, since any change is threatening: man is loath to abandon any accustomed certainty. Yet, if the self-understanding of a society comes to comprise an awareness of gross inadequacies, their feared persistence may become even more threatening and change is consciously sought - and is especially demanded in the educational domain — in order to overcome the perceived faults.

The call for TCDC is a call for change. We can assume that the corresponding defect perceived in and by the world community as in need of being set right is the glaring inequality among its members. The lack of equal access to technical know-how is one manifestation of inequality. Spreading access to and capabilities in science and technology evenly, may or may not diminish inequalities to an acceptable level. (The latter appears to us more likely for various reasons including those that prevent technology-owning countries from whole-heartedly participating in the "ideal" goal of TCDC, namely equalising access).

But this would not explain the much more general call for change, which has become a permanent feature and need of modernity, even in societies which have the most advanced scientific-technological know-how and little compunction about existing inequalities.

Thus, it may well be that the goals universally accepted, namely development and peaceful co-operation, in other words the dire lack of order now and the readiness to search for a New Order, will require changes that put even at risk the accustomed certainty derived from a "science says so" and the "miraculous benign progress of technology". There is, though, very little evidence of a widespread perception that the sensed inadequacies of present-day societies and the GNP-measured inequality among members of the world community warrant the risk of questioning the assumption that certainty and a satisfactory order can be had from science and its applications in technology

for every and any imaginable problem. And, hence it cannot be expected that a single country's educational system — concerned with assuring continuity in a society — will take up such remote, yet nevertheless increasing, worries.

However, it might be suggested that an entity (like Unesco and/ or UNU) with global responsibilities, whose terms of reference encourage it to concern itself with the longer-term future of education and thus the self-understanding of societal bodies, study more closely the complex host of inadequacies which make the present order less and less acceptable to more and more countries and people[+]. Studying them cannot be an end in itself. Rather, it should be undertaken in order to be prepared for possible challenges to the very foundations of the ways in which — guided by scientific rationality only — we have come to see the world and act in it. Should the negotiations on TCDC and in the "North-South Dialogue" break down or simply drag on for long, the challenges may quickly become more real and the risk of doing away with "logical reasoning" altogether (instead of complementing it wherever necessary with other modes of reasoning) may appear worth taking to growing numbers of countries and people. (The issue only touched upon here we have discussed elsewhere in more detail. Cf. also the account of a Round Table organised by Unesco reproduced as annex to the Unesco publication "Moving Towards Change", 1976).

[+] Cf. e.g., the escape from "our world" by a growing number of (young) people into the folds of esoteric religious sects. And if that might be characterised as a temporary phenomenon of "growing up", one ought to consider the place religion is being given by many countries in defining "cultural identity".

For the moment, mention may be made of one tangible facet of the worldwide uneasiness that now has found its first expression in the call for TCDC. It concerns the search for "appropriate technologies". Traditionally, education has come to be equated with a formal system. It means in essence the transmission of a universal body of knowledge. For the formal system, there can be no "appropriate" body of knowledge that would vary from context to context. At most, it can accommodate for an appropriate selection from the grand corpus of true knowledge which has been, over several centuries, diligently compiled, purified and purged of "superstitious" and "unscientific" practices.

"Appropriate technology" is certainly furthered in great part and in many instances by scientifically directed research. But the recourse (or not) to scientific procedures does not prejudge the appropriateness of a technique. "Appropriate" technology may often prove adequate, even though it is not derived from scientific theory, but rather from an experience grown out of close contact with the context into which the technique must fit. This "fitting into the context", we suggest is the very definition of "appropriate" (and, by the way, also of "quality"). Under this assumption, what is required in the search for techniques that fit the exigencies of a particular context, are persons living in it and experienced with the phenomena occurring in it, less required are "experts" in the traditional sense, even though they are much better versed in explaining (some of) the phenomena as compatible with scientific theory. (The situation is different, when the relevant context comprises the expectation to produce goods for a sophisticated and spoiled world market, which judges "quality" by technological complexity and "appropriateness", by a product's attractivity in duty free shops. However, it seems not to have been fully demonstrated yet, that this type of consideration in directing a poor country's course into the future is invariably appropriate to its development or to improving the well-being of <u>all</u> its social strata).

Now, to draw the analogy for possible directions for educational innovation, we point to the present quest for comprehending what is "non-formal education" — and what it could become. This issue, of course, has many aspects and needs much more reflection and try-outs. Here we only suggest that finding an appropriate base for non-formal education may be primarily a question of deciding about the nature of its content and less so of it being not quite as much structured as the formal-hierarchical system[+]. It may prove adequate (with reference to the context and the aims one wishes to achieve in it) to de-emphasize slightly the exigency that educational/curriculum content be derived from "orthodox knowledge", and instead to confer legitimisation on lores, modes of doing in e.g., agriculture, social customs, economic behaviour) and other forms of experience growing out of and fitting into the particular surrounding. That one kind of knowledge (and, hence content for transmission by education) need not be in diametrical opposition to the other, is evidenced by the co-existence, e.g., of "traditional" and "Western" medicine in China.

Within the present debate on TCDC, the pursuit of this direction of inquiry holds out the advantage, that poor countries are not dependent on the grace of rich countries to share with them technological and scientific "secrets" before engaging in it, in exchanging experiences about areas — admittedly not all areas can be furthered by calling on traditional wisdom — where this specific self-reliance can be practised, and most importantly to practise education non-formally.

Given the vastness of the body of knowledge in the modern world, not all its areas could be, even if one would be ready to do so, examined simultaneously. Priorities would be needed. In the fact of continuing poverty, i.e. the

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[+] Eventually these two aspects are interdependent, but on the surface they partake of the habitual differentiation between "content" and "form".

gross and increasing lack of basic commodities for many populations, it might be appropriate to focus on the agricultural domain. For traditional knowledge to even get a chance at legitimisation, it could become the task of an international organisation to show courage: the advantages of modern agricultural research and model-based rural planning are being sufficiently publicized by their inventors (though with notable exceptions). Yet, it is difficult to obtain easy access to accounts of failures and shortcomings. Once the myth of the infallibility of modern procedures is punctuated, poor countries might find it possible to use the re-legitimised knowledge that is held by the people ("barefoot experts") in a resilient definition of their cultural identity and make them even more self-confident partners in the search for a New Order.

SELECTED LIST OF DOCUMENTS

1. Resolutions of the UN General Assembly

2626(XXV)	24 Oct 1970	International Development Strategy for the Second UN Development Decade
2974(XXVII)	14 Dec 1972	Co-operation among Developing Countries in the UN technical co-operation programmes and increased efficiency of the UN development system
3201(S-VI)	1 May 1974	Declaration on the Establishment of a NIEO
3202(S-VI)	1 May 1974	Programme of Action on the Establishment of a NIEO
3251(XXIX)	4 Dec 1974	TCDC
3281(XXIX)	12 Dec 1974	Charter of Economic Rights and Duties of States
3362(S-VII)	16 Sep 1975	Development and International Economic Co-operation
3461(XXX)	11 Dec 1975	TCDC
3515(XXX)	15 Dec 1975	Conference on International Economic Co-operation
3517(XXX)	15 Dec 1975	Mid-term review and appraisal of progress in the implementation of the International Development Strategy for the Second UN Development Decade
31/14	19 Nov 1976	Conference on International Economic Co-operation
31/178	21 Dec 1976	Implementation of General Assembly Resolutions 2626(XXV), 3202(S-VI), 3281(XXIX) and 3362(S-VII)
31/179	21 Dec 1976	UN Conference on TCDC
32/183	19 Dec 1977	UN Conference on TCDC

2. UNDP and UN General Assembly Documents referring to TCDC

DP/69	May 1975	Report of the Working Group on TCDC on its Third Session, 29 Apr - 10 May 1974
DP/TCDC/RAP/6	31 Mar 1976	Report of the UNDP/ESCAP Regional Meeting on TCDC, Bangkok 25 Feb - 2 Mar 1976

DP/TCDC/PGLA/10	3 Jun 1976	Final Report of the Regional Meeting on TCDC organized by UNDP in Co-operation with ECLA, Lima 10 - 15 May 1976
DP/TCDC/RAF/12	?	[UNDP/ECA Regional Meeting on TCDC, Addis Ababa 4 - 8 Oct (?) 1976]
DP/TCDC/RWA/14	?	[Regional Meeting in Western Asia late 1976(?)]
A/32/42	-	Official Records: 32nd Session Supplement No. 42 "Report of the Preparatory Committee for the UN Conference on TCDC". Vol. I: 1977, Vol. II: 1978
A/CONF. 79/PC/L.5	28 Jul 1977	Plan of Action for Promoting and Implementing Technical Co-operation among Developing Countries
A/CONF. 79/PC/18	22 Jun 1977	Organization of the UN Conference on TCDC: The Kuwait Declaration
A/CONF. 79/PC/22	23 Mar 1978	Second Progress Report of the Secretary General of the Conference on TCDC
A/CONF. 79/PC/24	3 Apr 1978	Draft Plan of Action

3. Other Documents from the UN system (except UNESCO)

a) ECAFE

Res. 140(XXX)	5 Apr 1974	"Colombo Declaration"

b) ESCAP

Res. 154(XXXI)	6 Mar 1975	"New Delhi Declaration": Regional Contribution to the Establishment of a NIEO

c) UNCTAD

TD/217	-	Report of the UNCTAD on its fourth session held at Nairobi, Kenya from 5 - 31 May 1976

d) UN General Assembly

A/31/197	8 Sep 1976	Report of the Socio-Economic Council, there: NAC/CONF 5/S/RES 23 (19 Aug 1976) [Conference of Heads of State or Government of Non-aligned Countries, Colombo, Sri Lanka, 16 - 19 Aug 1976] : "Resolution on the economic relations between developing countries and developed countries"

A/C.2/31/7	13 Oct 1976	Economic Co-operation among Developing Countries: Report of the Secretary-General [Conference on ECDC, Mexico City, 13 - 22 Sep 1976, "Report of the Conference". Document No. 77/COOP/CMEX/12, 28 Sep 1976]

4. Some related UNESCO Documents

ED-76/MINEDAF/Ref. 3	1 Dec 1975	Conference of Ministers of Education of African Member States (Lagos 27 Jan - 4 Feb 1976): Report of Exploratory Missions to Examine the Proposal to Establish a Regional Network concerning Educational Innovations in Africa
19C/72	28 Oct 1976	Part I : Second Development Decade -- Report of the Director-General on the Progress Achieved at Mid-Decade and Proposed Revision of Objectives Part II : Mid-Term Appraisal of the Results of the 2nd UN Development Decade in UNESCO's Fields of Competence Addend. : Report of the Executive Board
103EX/SP/RAP/3	4 Aug 1977	(Special Committee; Provisional Agenda 5.1.1(II)(i)) Report on the activities of APEID and its implications for the establishment of other UNESCO co-operative education information networks -- presented by Dr. Stewart Tinsman, Deputy for Dr. Kamm (USA)
103EX/25	11 Aug 1977	Co-operation with UNDP [TCDC: §§ 31 - 39]
ED/SCM/MMT/SEPEXTE II/Doc. 8	Nov 1977	A short description of the scope of activities for the division SCM
ED/SCM/MMT/SEPEXTE II/Doc. 9	Nov 1977	SEPEXTE II: Regional and subregional co-operative networks; a strategy for strengthening innovation for development in education
ED/SCM	Feb 1978	SEPEXTE II (Paris, 21 Nov - 2 Dec 1977) Seminaire pour le perfectionnement des experts en technologie educative

5. Other Sources

Le Monde (4 Jun 1977), pp. 1 and ? [Several Reports on the second round of the CIEC, Paris, May/June 1977]

Latin America Economic Report Vol. 6, No. 17 (5 May 1978), p. 130: "New drive for regional co-operation in technology".